

Cluster Information			
Milestone Number :	2	Date:	14 November 2008
Lead School:	Mulberry Grove School	MOE School ID Number:	1385
Cluster Name:	Great Barrier Island	Contract Number:	08-0195
National Facilitator:	Tessa Gray		
Project Director/s:	Indira Neville	Project Facilitator/s:	Indira Neville

Milestone 2

2.1 Response to Milestone tasks - expected date of submission is 21st November 2008

2.2 Details of the tasks to be completed by the contractor to achieve this milestone are:

2.2.1 Liaise with the National Facilitator assigned to this project;

Contact between the National Facilitator Tessa Gray, and the Great Barrier Island Cluster has been at a minimum these past six months. This has been due to three main reasons; firstly the physical isolation of the cluster which means we cannot easily attend mainland events, nor can Tessa easily visit us; secondly the demands on my time as Cluster Director/Facilitator, Principal, and classroom teacher; and finally our cluster has experienced some unusual and distressing events, unrelated to ICT professional development but impacting on our work. These events include my lack of Principal release in terms 1 and 2, the abrupt departure of the Kaitoke School Principal from her role and the island in term 3, and my miscarriage at the beginning of term 4. Each of these situations has had big repercussions for our small cluster and I am grateful for the space and understanding Tessa and the national ICT PD team have given us in working through them. They have meant however that we haven't attended any home group meetings or taken part in an audio conference. This is obviously an area we wish to work on and do better at in 2009, especially given that many of our cluster goals relate to connecting Great Barrier Island with the wider world.

What did we do?	Who was involved?	What was the outcome?
NA (see explanation above)		

2.2.2 Complete the contract review and variation template

**Please see Contract Variation.*

2.2.3 Provide a brief overview of progress in the following three areas: Implementation of the cluster programme, Leadership and strategic planning, Development of a professional learning community.

A. Implementation of cluster programme: Overview of Programme Activities

What did we do and how often?	Who was involved and how many were involved?	How useful were those activities?
Establishment and use of Access <i>It</i> within each school (accessioning and cataloguing library books), shared book buying.	Administrative staff and Teachers responsible for the library in each school.	This was an essential activity in regards to creating our professional learning community (goal 2) and for increased collaboration across schools (goal 1). It provides the technological basis for sharing resource collections and an avenue for working more cooperatively in the future.
Creation and initial use of a cluster wiki. Used to; <ul style="list-style-type: none"> Discuss Library-related issues by staff 	All students and staff in the cluster invited to participate. Limited participation so far.	Again this activity relates to the creation of our professional learning community (goal 2) and our growing collaboration (goal 1). No one in the cluster had any

<ul style="list-style-type: none"> • Create a page of child-friendly search engines for use by students • Write a shared story by students • Start to create a bank of ICT-related 'help sheets' by Cluster Facilitator 		<p>experience using a wiki and so much of our time in the second part of this year has been actually learning how to 'work' one and discussing potential uses. Initially people have been fearful of the skill involved in accessing this resource; all can see the potential benefits however.</p>
<p>Visits from numeracy and literacy facilitators from Team Solutions, and National Library advisers. Content on these days varied according to the needs and desires of individual schools. <i>Details will be provided in section D of this report.</i></p>	<p>All three schools;</p> <ul style="list-style-type: none"> • One day numeracy adviser at Mulberry Grove School • One day literacy adviser at all three schools. • One day National Library adviser at all three schools. 	<p>These visits helped us with building our professional learning community (goal 3) and with developing leadership & strategic planning (goal 4). It is very easy to become insular on the island therefore expert non-islander input is always valuable, whether it simply as a sounding board for ideas or through the provision of more formalized PD.</p>
<p>Cluster facilitator working in-schools with staff and students. Content on these days varied according to the needs and desires of individual schools. <i>Details will be provided in section D of this report.</i></p>	<p>All three schools;</p> <ul style="list-style-type: none"> • 3 days per school per term 	<p>These activities contributed towards the development of strategic leadership and planning (goal 4), the development of our professional learning community (goals 1 & 3) and increased collaboration across schools (goals 1 & 2). While the content of these days was valuable (and will be discussed in section D), perhaps the most important outcome of this strategy was the increased goodwill and cooperation between the island schools; suddenly we have an ongoing project in common, we have some of the same personnel working in all three schools, we have similar technological issues, and similar educational goals. There are lots of reasons and opportunities to talk to each other and work together.</p>
<p>Three release days per school provided by Fleur Coleman, our cluster ICT release teacher. Her role on these days generally fell into one of two categories;</p> <ul style="list-style-type: none"> • Releasing a teacher by taking their class (Kaitoke, Mulberry Grove & Okiwi Schools) • Working alongside teachers and students in a small group on an ICT-related project (Kaitoke School) <p><i>Details of Fleur's activities and those of the teachers she released will be provided in section D of this report.</i></p>	<p>All three schools;</p> <ul style="list-style-type: none"> • 3 days per school per term 	<p>When Fleur releases cluster members she enables them to work towards a variety of contract objectives including developing strategic leadership and planning (goals 1, 2 & 4) and the development of a professional learning community (goals 1, 2 & 3). With a desperate shortage of relievers on Great Barrier Island her role has been crucial, providing teachers with unprecedented time and space to reflect, plan, engage in dialogue and practise new skills.</p>
<p>Attendance at Kohia Centre course <i>ICT and Storytelling for New Entrants</i>.</p>	<p>Kaitoke School junior teacher Jean Prior.</p>	<p>Jean is probably the single member of the GBI cluster with the greatest fear and the least skill</p>

		around ICT. Sending her to this course was relevant in terms of our cluster development as a professional learning community (goals 3 & 4). Jean was amazed at the potential for ICT in the junior literacy program but did feel a little overwhelmed by it all. Hence upon her return we decided to set her up in a mentoring relationship with Kathryn Bridge, junior teacher at Mulberry Grove.
Initial formation of a mentor relationship between Kathryn Bridge and Jean Prior, junior teachers from Mulberry grove and Kaitoke Schools. So far this has involved Kathryn facilitating Jean's reflection on her cluster-related experiences and planning for professional development and combined classroom activities for next year.	Kathryn Bridge (Mulberry Grove School) and Jean Prior (Kaitoke).	Kathryn and Jean's work contributes to the development of leadership and strategic planning (indicators 1 & 4) and our increased collaboration (goal 2). It has been valuable for Kathryn to take on a leadership role and consolidate what she has learnt, and important for Jean to have one-to-one help to increase skill and confidence.
<p>Four cluster meetings/PD sessions. These have had the following focuses;</p> <ul style="list-style-type: none"> Running an effective school library, meeting facilitated by Rob Finley National Library Adviser Two sessions on animation (one a show-and-tell and discussion around the value and pedagogy of animation, the second a practical 'how to' session) One session introducing TKI and undertaking a group reflection on the contract so far. <p><i>Further details will be provided in section D of this report.</i></p>	All teaching staff from all three schools.	These sessions have reinforced the development of our strategic leadership and planning (goal 1, 2 & 4), our professional learning community (goal 1), and our collaboration across schools (goals 1 & 2). As with so many of our initiatives it has been valuable both in regards to the content of the sessions and in terms of our growing collegiality within the cluster.
Establishing of shared professional library. This includes a variety of texts purchased at the request of individuals from all over the cluster, a subscription to one magazine, <i>Teacher's Matter</i> published by <i>Spectrum Education</i> , and a subscription to website <i>Enchanted Learning</i> .	Available to all cluster members, currently housed at Mulberry Grove School and being catalogued on <i>Access It</i> .	The continued growth of this collection relates to the development of our professional learning community (goal 3) and also our increased collaboration (goal 2). Books and websites are an easily accessible and lasting way for island educators to maintain contact with the outside world. They also provide a growing foundation for dialogue as more of our members engage in common knowledge, and a basis for helping develop 2009 action plans as schools encounter ideas they'd like to trial.
Participation in the following <i>e-asttle</i> related on-line PD sessions;	Mulberry Grove, Kaitoke & Okiwi School Principals.	Involvement in the <i>e-asttle</i> trial this year relates mainly to the goal of developing leadership and

<ul style="list-style-type: none"> • <i>E-asttle</i> for School Administrators • <i>E-asttle</i> for teachers 		strategic planning (goals 1, 2 & 4). The priority for the island principals this year has been to familiarise themselves with the program and to plan for school-wide use in 2009. The MOE E-admin facility has effectively provided PD in this area, allowing for flexibility and physical distance.
Inclusion of ICT PD goals into school strategic planning. This is a process we have just begun for 2009.	Mulberry Grove, Kaitoke & Okiwi School Principals, Aotea Island Playcentre.	Obviously the inclusion of the ICT project into strategic planning is relevant to the goal developing leadership and strategic planning (goal 1). Doing this prioritizes the aims and actions of the cluster within each organisation over the next few years. In relation to our future activities it also provides us with both a guide and criteria for reflection.
ECE ICT project hui attendance in Auckland by Tim Danko, Lead Teacher at Aotea Island Playcentre.	Tim Danko (Aotea Island Playcentre).	This visit comes under the heading of developing a professional learning community (goals 3 & 4). For Tim it has meant an increased knowledge and understanding about potential for ICT in ECE. For Aotea Island Playcentre it also marked the beginning of communication with wider NZ ECE community.
Three visits to Aotea Island Playcentre from National ECE ICT Facilitator Linda Flavell, and one visitor from Project Leader Ann Hathaway. <i>Further details will be provided in section D of this report.</i>	Aotea Island Playcentre.	These visits also contribute towards the development of a professional learning community (goals 3 & 4) as well as developing leadership and strategic planning (goals 1 & 4). Linda and Ann's first visit Established a plan for moving forward and Linda's subsequent visits put that plan into action.
Attendance at the <i>Ulearn</i> pre-conference ECE day by Tim Danko.	Tim Danko (Aotea Island Playcentre)	Tim's attendance at this day is part of the strategy for developing a professional learning community (goals 3 & 4). He found it valuable to see what other organisations (including another Playcentre) were achieving in ICT, but found it other attendees were not very forthcoming in discussion (he thinks they were alarmed by his maleness).
Attendance at Ulearn 2009.	Representatives from all three schools.	Attendance at this conference relates to the development of a professional learning community (goal s 4 & 5). The experience was marred by my miscarriage, which prevented both Tim (Aotea Island Playcentre) and I from attending. Those who did stay reported back that it was inspirational and engaging. They have returned to the island and to the cluster with a much greater

		notion of the potential of ICT, something we have tried to build on this term with (specially requested) sessions on animation and in our planning for next year.
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B. National Programme Goal: Developing leadership and strategic planning

Cluster Programme Goals	Success Goals
1. Development of a whole-island commitment to teaching and learning that utilizes ICT, and moves from early childhood through the primary schools and into the secondary sector.	<ul style="list-style-type: none"> Cluster participants undertake, share and use reflection as a decision-making tool. Vision statement exists for cluster. 2009 charters, plans and other school-wide documents include cluster-related initiatives and processes. Individual action plans developed for each school, implemented and reported on.
2. Increase use of existing professional learning resources (eg: TKI, Leadspace).	<ul style="list-style-type: none"> Cluster members undertake, use, and feedback their use of professional learning resources.
3. Exploration of distance learning as a means for individuals to extend professionally (eg: acquisition of qualifications).	<ul style="list-style-type: none"> Individual cluster members are involved in study.
4. Use of ICT as a means of exploring and implementing the new curriculum (and Te Whariki), specifically the Key Competencies and the Learning Areas.	<ul style="list-style-type: none"> Focus area incorporated into teacher planning and classroom program. PD days are held involving teacher reflection and further planning around focus area. School-wide planning, assessment & reporting procedures include focus area.
End of year review	
<p>What progress has been made towards achieving these goals?</p> <p><i>1. Development of a whole-island commitment to teaching and learning that utilizes ICT, and moves from early childhood through the primary schools and into the secondary sector:</i></p> <p>In hindsight we feel that this first goal was too ambitious really to achieve in one year. We realise now that we overestimated ICT use and understanding within the cluster, and that it is unrealistic to expect organisations to make a genuine commitment to something they do not truly comprehend. This year has instead become (albeit unintentionally) about introducing cluster members to some of the possibilities and potentials of ICT in a variety of educational areas. These include;</p> <ul style="list-style-type: none"> ICT as a planning and reporting tool, specifically through the use of <i>E-tap</i> and in terms of accessing online resources like TKI for planned activities and subject knowledge; ICT in the classroom, through the upskilling of teachers in specific applications and their subsequent integration into the classroom; ICT as a collaborative tool, particularly as it is used through wikis; ICT as the formative assessment tool <i>e-asttle</i>; ICT as an efficient tool for administration both in the school office through <i>ENROL</i>, <i>E-tap</i> and <i>Musac</i>, and in the school library through <i>Access it</i>; The possibility of ICT as a catalyst for further thought, discussion and action around pedagogy and curriculum. <p>We believe the newly-acquired ICT awareness just detailed, provides our cluster with a foundation for ICT use it did not previously have. This in turn makes it possible to continue to work and to make progress in regards to the stated goal throughout the next two years. Evidence of this increased awareness should be seen in the individual school's strategic planning documents and action plans, the creation of which we have just embarked on.</p> <p><i>2. Increase use of existing professional learning resources (eg: TKI, Leadspace):</i></p> <p>This goal has been achieved; The cluster has had a shared PD session relating to the use of TKI and this has been followed up by individual work with teachers around using the resources found for planning. Introducing this website was truly a pleasure, the teachers were excited about the number of high quality resources available, and could see instant benefits for themselves both in regards to teaching and learning,</p>	

and personal workload. An example of this is the ICT Release teacher, Fleur Coleman, who works in all three schools, and who made her way through the TKI Science Community to a website called *The Habitable Planet*. The site provided her with detailed information, multimedia resources for students, and printable texts. There was more than enough material to launch the unit on Sustainability she had been asked to teach.

All three cluster Principals were already using *Leadspace* to some degree but all used some of the release time provided by the contract to further explore the site, the Mulberry Grove Principal worked her way through the property section of the site, discovering her school's previous property plans and downloading the *Excel* spreadsheet template for her new one. There was a general consensus that the website offers excellent individual support for both Principal's and schools.

3. Exploration of distance learning as a means for individuals to extend professionally (eg: acquisition of qualifications):

Cluster Facilitator/Mulberry Grove School Principal Indira Neville continues to work her way through a reading paper as part of a Masters in Communication Studies (AUT). She is currently exploring the research question 'what is remediation?'

4. Use of ICT as a means of exploring and implementing the new curriculum (and Te Whariki), specifically the Key Competencies and the Learning Areas:

This goal is being achieved to varying degrees and in various contexts throughout the cluster. These are summarized as follows;

- **Aotea Island Playcentre** under the guidance of Linda Flavell has made excellent progress in its use of Te Whariki, exploring the document and the related ICT specifically within the context of assessment and reporting. They have had three PD days with Linda and have written a related strategy document.
- **Mulberry Grove School** continues to emphasise the Key Competency *Using Language, Symbols and Text*. Members of the school have continued to do professional reading around this area, have had two days professional development with Numeracy and Literacy advisers, and have continued to develop the school intranet so as to provide easy access for students to resources. They have also committed to specific school-wide assessment procedures, utilizing the student profile sheets available from the *NZ Maths* website in regards to Numeracy, and creating similar profile sheets based on the new *Literacy Learning Progressions*. School reports also contain reference to the competency *Using Language, Symbols and Text*.
- **Okiwi School** have focused on the learning areas of Te Reo Māori and Visual Language; accessing and integrating internet resources in the first area and learning about video production in the second. They had one PD day exploring Te Reo Māori on the internet, and two days on the practical skills involved in video production. Okiwi School are not yet at the point of altering school procedures to specifically reflect the above areas. They are trialling them in the classroom and reflecting on their potential. Greater inclusion of ICT-related knowledge and skill in planning, assessing and reporting may be a priority for Okiwi School over the next two years.
- **Kaitoki School**, due to their lack of permanent Principal, have not identified any overriding curriculum areas of importance within the contract. To ensure that they do not miss out completely however we have organised practical skills-based sessions. These have been one day with *Microsoft Powerpoint*, and two shared staff meetings in animation. Both PD sessions have been followed up within the school by the ICT Release Teacher who has worked with rotating groups of students, and when possible staff members, integrating the technology into the classroom program; *Powerpoint* was offered as one of the avenues student's could use to communicate their understandings in an *Olympics* unit, and all Kaitoke students are getting the opportunity to create a simple animated self portrait this term.
- **The Correspondence Unit** due to extenuating circumstances has not been involved in the cluster this year. Since term 2 the unit has had no permanent supervisor, relying instead on a rotating group of lay-overseers who were instructed simply to 'keep an eye on the kids'. Often the computers in the room were not even turned on! Mulberry Grove School however has now assumed responsibility for the facility and have appointed a registered teacher to supervise in 2009. One of their conditions of employment is involvement in the contract and we see this involvement as having large potential in terms of helping to rejuvenate the unit.

What evidence supports this?

Some evidence will be available in cluster reflections, school strategic planning documents and ICT project action plans, in lesson and unit planning, and in finished pieces of student work.

What are the key lessons for the cluster?

I think the main lesson is for me as the facilitator, more than for the cluster as a whole. I have realised that we shouldn't aim too big too soon (for example the creation of a 'whole island vision'. I can't believe I ever

thought we could do that in one year!) That I need to take individual levels of skill, knowledge and confidence into consideration and work from there, celebrating the progress that is made rather than lamenting the fact that we aren't where I previously thought we should be.

What are the next steps towards achieving the outcome?

We need to maximize the relative stability and enthusiasm of the cluster by engaging in thorough planning now for 2009, and then getting on with relevant activity and discussion early on next year. We also need to work to get the Correspondence Unit and the new Kaitoke School Principal (hopefully there will be one) involved.

C. National Programme Goal: Development of a professional learning community

Cluster Programme Goals	Success Goals
1. Use of ICT to access limited resources and meet the needs of specific groups of students (eg: specialist teachers of languages in years 7 & 8, gifted & talented).	<ul style="list-style-type: none"> Teacher planning & classroom programs reflect use of an on-line limited resource.
2. Continue to develop shared administrative systems (eg: shared database of resources, wider area network between organisations, ICT plans).	<ul style="list-style-type: none"> Goals and purposes of shared administrative system are recorded and available to all. Clerical assistant is employed and database/WAN established. Examples of cluster-related tasks utilizing the system are available.
3. Access specific teaching and learning networks off-island as appropriate (eg: early childhood sector, secondary sector, Kura Kaupapa Maori).	<ul style="list-style-type: none"> Experts come to the island and undertake ongoing work with cluster members. A professional library of publications and resources is established and added to throughout the time of the contract.
4. Seek opportunities to compliment digital collaboration by physically visiting and participating in other educational settings (eg: conferences, other schools).	<ul style="list-style-type: none"> Learning@school is attended by the cluster principals/leaders. All cluster members have attended one conference. All cluster members have visited one other educational institution.
5. Commit to sharing some of the practise we develop with others across the cluster but also nationally and internationally, either online (eg: lesson plans on TKI) or in person (eg: presenting at conferences).	<ul style="list-style-type: none"> Cluster facilitator has applied to present at one conference (and hopefully presented).

End of year review

What progress has been made towards achieving these goals?

1. Use of ICT to access limited resources and meet the needs of specific groups of students;

This is not yet happening in any significant way. There has been some use of TKI, Enchanted Learning, and other websites, but this has been for general planning rather than to access resources for specific groups of students. I have had some tentative discussions with Mercury Bay Area School (part of the Coronet project) around the use of video conferencing with specialist teachers. The island schools have an existing relationship with Mercury Bay through sporting trips and exchanges and in theory they are keen to help. With the Correspondence School Unit coming on board the contract next year, this becomes a vital area for action; so many of the island teenagers are limited in their choices by a lack of exposure to the wider world.

2. Continue to develop shared administrative systems;

This has begun to happen. The administrative staff from all three schools have had combined professional development around *Access It*, *Musac*, *E-tap* and *ENROL*. They have also made a commitment to provide support when asked to by another in the group. As a result these women are experiencing a greater sense of collegiality, and their schools are confidently and efficiently using ICT in their day-to-day running. In regards to *Access It*, all schools have installed the software and are currently working through the process of accessioning and cataloguing library books and other resources. Once this has been completed we will install a page on our cluster wiki that will allow us to search in each other's collections.

3. Access specific teaching and learning networks off-island as appropriate;

This has happened in a significant way for Aotea Island Playcentre. As a result of their involvement in the contract they have been able to start to become part of the larger NZ Early Childhood community. This has included visits by Tim Danko their lead teacher to specialist hui and conferences, and 'Skype dates' between the island children and those of another Playcentre in the south island. In regards to the primary schools progress has been slower. I think this is because we have been concentrating on getting to know, and working more collaboratively with, each other and this has been very satisfying. Representatives from each school did attend the *Ulearn* conference though and many made connections with ideas and people from all over the national and international educational community.

4. Seek opportunities to compliment digital collaboration by physically visiting and participating in other educational settings;

All members of the cluster attended either *Learning@School* or *Ulearn* this year but we have not visited any other schools or educational organisations. The reasons for this are twofold I think; firstly because we have ended up focusing on developing collegiality and exploring expertise within our own cluster, and secondly because no suitable destinations manifested themselves. This was in particular regards to Okiwi School who were/are keen to visit other kura using ICT to support Te Reo Māori. I did spend a substantial amount of time trying to make this happen and liaising with Kathe Tawhiwhirangi-Perry but various factors conspired meaning this was not to be in 2008.

5. Commit to sharing some of the practise we develop with others across the cluster but also nationally and internationally, either online or in person;

The Great Barrier Island Cluster did plan to present four workshops at this year's *Ulearn* conference. These were on the following topics;

- Developing a Local Curriculum with the Key Competencies at the Heart (Indira Neville)
- Traditional and New Media: Cycles of Aesthetic Influence (Indira Neville)
- Maori Legend Cards (Kathryn Bridge)
- Flash: Introduction to Actionscript Programming (Tim Danko)

As earlier stated I suffered a miscarriage during the time of the conference and this meant both my workshops and Tim's (my husband) had to be cancelled. Kathryn, who is a close friend as well as a colleague, also felt too upset to run her workshop. On the positive side we have Powerpoints and handouts all ready for *Learning@school*!

Some other avenues for sharing our work have opened up. I have been asked to present Mulberry Grove School's work around the Key Competencies at the *Learning Network's* Curriculum in Action conference next year, and we are to be included in a new book about the curriculum by Angie Simmons.

What evidence supports this?

As above

What are the key lessons for the cluster?

It has been interesting for us to reflect on this area and the general consensus is that it's been great for the island schools to work together and to make full use of the expertise within the cluster. One long serving staff member stated that the relationships between the schools are the "best they've ever been".

That said, it is important for us to make better connections with the wider world in the next two years, both digitally and face-to-face, and in regards to both students and teachers. Priorities for next year include;

- For Okiwi staff members to visit kura using ICT effectively and to make contact with national kura kaupapa networks
- To access digital support for GBI year 7 & 8 children in regards to careers education
- To access digital support for GBI year 7 & 8 children in regards to learning a second language
- To explore options for supporting students in the Correspondence Unit through the use of ICT

What are the next steps towards achieving the outcome?

In 2009 We need to get to know the students and the needs in the Correspondence Unit. Then, based on what we find out we need to continue talks with Mercury Bay Area School and explore other options in the way of video conferencing and online student support. We also need to locate and trial other ICT resources for our year 7 and 8 students, and provide related professional development. Finally, I need to re-contact Kathe Tawhiwhirangi-Perry and facilitate Okiwi school's entry into the wider kura kaupapa community.

D. Provide a brief report on the progress of each school**Mulberry Grove School:**

Mulberry Grove has continued to use the ICT Contract to explore *Using Language, Symbols & Text (literacy & numeracy)* this year. In regards to this the school has undertaken the following activities;

- Continued to integrate ICT into classroom practise. Examples of this include the use of stop-motion animation to explore Shape in the senior class, and the use of digital photography and graphics software by the students to produce a range of beautiful books in the junior class.
- The school intranet continues to be developed, providing easy access to a number of resources.
- We have had visits from both Literacy and a Numeracy advisers who have provided fresh perspectives on our activities and provided specific PD to individual teachers who have identified areas of need.
- We have three release days per term provided by Fleur Coleman, the ICT release teacher. These days have been used by staff to reflect, to practise and reinforce new skills, to plan and assess.
- All teachers went to Ulearn and came back inspired and ready to try new things in their classrooms.
- All teachers have attended after-school cluster meetings and PD sessions on animation, the effective use of TKI, and managing the library effectively.
- Kathryn Bridge undertook *Access It* training, had a day's PD with a National Library facilitator, and went on a book buying trip to Auckland as part of the cluster.
- Both Fleur and Kathryn have taken on leadership roles within the ICT cluster; Fleur when she provides release at Kaitoke School takes small groups for upskilling in particular areas, and Kathryn who has taken on managing the MGS library, and as a mentor for Kaitoke School junior teacher Jean Prior.
- We have begun to research and reflect on our priorities for next year. The Key Competency we plan to explore is *Thinking* and we have begun to read and discuss with a view to narrowing down our 2009 classroom activities and PD options within this context.
- Principal Indira Neville has undertaken *E-admin* training in *easttle* with a view to implementation in 2009.
- Development of a 2009 contract-related action plan begun.

Kaitoke School:

As already stated Kaitoke School lost their Principal unexpectedly near the beginning of term 3. This left the school in turmoil and they have been coping with the fallout ever since. The school has been managed by Emergency Staffing-provided Principals, who have not had the mandate or the time to determine any broader ICT PD-related goals within the school, nor did the departing Principal leave us with any. For these reasons we have concentrated largely on software-specific skills-based professional development, provided by the Cluster Facilitator and reinforced by ICT Release Teacher Fleur Coleman. Activities include the following;

- One PD day around the use of *Microsoft Powerpoint* and it's integration into an Olympics unit in term 3. Classroom follow-up happened in a rotating small group setting, of students and staff, supported by Fleur Coleman.
- PD around the use of *Windows Paint* and *Microsoft GIF Animator* and its use in a unit on animated self-portraits in term 4. In this context Fleur released the classroom teacher, who worked through the process with small groups.
- Staff went to Ulearn and came back curious and with increased knowledge about the potential for ICT. Their demanding excitement was actually the reason we decided to look at animation this term. They had seen some work at *Ulearn* and wanted to know how to do something similar and I felt it was a good move to 'strike while the iron was hot'.
- All teachers have attended after-school cluster meetings and PD sessions on animation, the effective use of TKI, and managing the library effectively.
- Jean Prior undertook *Access It* training, had a day's PD with a National Library facilitator, and went on a book buying trip to Auckland as part of the cluster.
- Jean Prior also attended a one-day course on *ICT and Storytelling for New Entrants* at the Kohia Teacher's Centre.
- Jean Prior is being mentored by Kathryn Bridge (Mulberry Grove School). This relationship has so far involved Jean visiting Kathryn's classroom, Kathryn providing support to Jean as she reflects on, and practises new skills, and planning for next year when visits to each other's classrooms will become a regular event.
- They had three release days per term provided by Fleur Coleman, the ICT release teacher. These

days were used by staff to undertake skills-related PD in the form of attending a course at Kohia, and undertaking online *e-asttle* and *Access it* training. More importantly though these days provided teachers with time to reflect, to practise and reinforce new skills, to plan and assess, for example including the use of *Powerpoint* in the Olympics unit.

- Development of a 2009 contract-related action plan begun

Okiwi School:

Okiwi School wanted to focus on the use of ICT to support Te Reo Māori this year. Within the school there were the following related activities;

- Professional development by the cluster facilitator with Principal, Colin Griffin looking at online resources for supporting Te reo Māori. Sites explored included The Te Reo Māori Digital Learning Objects, Online Māori language lessons at *korero.maori.org*, *Mana Online* for printable games and other resources, and *Wick Ed* for online activities.
- Professional development by the cluster facilitator with Colin looking at using E-tap for efficient planning. This was somewhat frustrating given that *E-tap* does not yet reflect the new curriculum.
- A series of professional development sessions by the cluster facilitator with students and staff member Christine Milne around video production. This looked at the skills of using video, for example different types of shots, downloading footage to the computer, editing, the use of music to create mood etc but the next step is to integrate this new knowledge into other classroom units.
- Staff went to Ulearn and came back curious and with increased knowledge about the potential for ICT.
- Attendance at cluster meetings and PD sessions on managing the library effectively. Christine Milne undertook *Access It* training, and had a day's in-depth PD with a National Library facilitator. This session looked at library layout, assessing library collections and determining future buying, and cataloguing books under appropriate subject headings. She also went on a book buying trip to Auckland as part of the cluster.
- They had three release days per term provided by Fleur Coleman. On these days different staff members undertook *easttle* and *Access It* on line training, reflected on and practised new skills learnt like video production, and worked towards integrating technology into classroom units.
- Colin Griffin has undertaken *E-admin* training in *easttle* with a view to implementation in 2009.
- Development of a 2009 contract-related action plan begun.

Aotea Island Playcentre:

Playcentre participation in the contract has been strengthened by their involvement in the national ECE ICT project and their contact with facilitator Linda Flavell. Working with Linda, and within existing project structures, Aotea Island Playcentre has identified Documenting and Assessing as their current priority.

Actions have included;

- An initial visit from Linda Flavell and Ann Hathaway to meet those involved in the Playcentre, to assess needs and determine priorities.
- The development of a contract statement that outlines the current situation and where they would like to go in the future (*appendix A*).
- Two further visits from Linda Flavell to facilitate professional development for all Playcentre parents around documenting and assessing.
- Attendance at the Auckland ICT ECE hui by Aotea Island Lead Teacher Tim Danko.
- Attendance by Tim Danko at ULearn including the ECE pre-conference workshop.

As part of their involvement in the project Aotea Island will be supplying their own detailed milestone report.

Great Barrier Island Correspondence Unit:

As already explained this year the unit has not had a permanent supervisor. This has flowed on to effect the running of the unit in various ways, and at one point it was even threatened with closure. The supervisor issue has been resolved for next year and the unit will become actively involved in the contract in 2009.

2.2.4 Cluster action plan for 2009 (the Programme Outline parts A Programme Goals and Success Goals and B Implementation of the Programme from the variation document)

**Please see Contract Variation*

2.2.5 Revised budget for 2009

**Please see Contract Variation.*

2.2.6 Update contact details

**Please see Contract Variation.*

2.2.7 Report on strengthened professional learning communities and increased collaboration within and across schools.

Cluster Programme Goals	Success Goals
1. Continue to develop shared administrative systems (eg: shared database of resources, wider area network between organisations, ICT plans).	<ul style="list-style-type: none"> Goals and purposes of shared administrative system are recorded and available to all. Clerical assistant is employed and database/WAN established. Examples of cluster-related tasks utilizing the system are available.
2. Access specific teaching and learning networks off-island as appropriate (eg: early childhood sector, secondary sector, Kura Kaupapa Maori).	<ul style="list-style-type: none"> Experts come to the island and undertake ongoing work with cluster members. A professional library of publications and resources is established and added to throughout the time of the contract.
3. Seek opportunities to compliment digital collaboration by physically visiting and participating in other educational settings (eg: conferences, other schools).	<ul style="list-style-type: none"> Learning@school is attended by the cluster principals/leaders. All cluster members have attended one conference. All cluster members have visited one other educational institution.
End of year review	
<p>What progress has been made towards achieving these goals? Activities related to the progress of these main goals has been discussed in section C; <i>National Programme Goal: Development of a professional learning community</i>. This section will therefore report in terms of achievement against the above Success Indicators.</p> <p><i>1. Goals and purposes of shared administrative system are recorded and available to all:</i> Everyone within the cluster is clear that the purpose of the shared system is to maximize on-island resources. <i>Access It</i> which provides the basis for achieving this is now successfully installed within each school. This is no small feat given there are no computer technicians on the Barrier and any glitches (of which there were many!) need to be figured out amongst us, or with experts over the phone or online. All schools are now in the process of accessioning books and once this is complete we'll locate an <i>Access It</i> online portal on our cluster wiki.</p> <p><i>2. Clerical assistant is employed and database/WAN established:</i> Fenella Christian has been employed as the cluster clerical assistant. She is based at Mulberry Grove but works for all of us. Her jobs have included coordination PD, facilitating PD for the cluster administrative staff, data entry, organising travel and conference attendance etc. The database referred to in this indicator is <i>Access It</i> and its status has been reported above.</p> <p><i>3. Examples of cluster-related tasks utilizing the system are available:</i> As a cluster we have not yet utilized <i>Access It</i> in a shared capacity. Some small attempts have been made to use the wiki together but so far these have been very basic and are more about constructing opportunities for cluster members to become familiar with wiki technology, than they are about crucial content. Tasks have included setting up a page of child-friendly search engines, a page of computer-related helpsheets, a shared story for staff and students to add to, and a discussion related to library use. These can be viewed at http://gbi-ict-cluster.wikispaces.com/.</p> <p><i>4. Experts come to the island and undertake ongoing work with cluster members:</i> As already stated we have been visited by Literacy and Numeracy Facilitators, a national Library Adviser, and Linda Flavell of the ECE ICT Project.</p> <p><i>5. A professional library of publications and resources is established and added to throughout the time of the contract.</i> This has been established and resides at Mulberry Grove School. It currently contains texts related to literacy, numeracy, thinking, educating boys, Māori education, assessment, and leading learning. These</p>	

books will be catalogued and available through *Access It*.

6. Learning@school is attended by the cluster principals/leaders:

This was achieved and reported on in milestone 1.

7. All cluster members have attended one conference:

This was achieved. Those cluster members who did not go to *Learning@school* did attend *Ulearn*. As already explained attendance at the conference was effected by personal issues, but for those who stayed it was an overwhelmingly positive and stimulating experience.

8. All cluster members have visited one other educational institution:

This has not been achieved. Some individuals visited other schools as part of their conference experience but as mentioned earlier we as a cluster we have not organised any trips.

What evidence supports this?

As above

What are the key lessons for the cluster?

As above

What are the next steps towards achieving the outcome?

We need to utilize *Access It* and the wiki as practical collaborative tools, developing some substantial shared projects to work on together. We also need to work to access meaningful off-island experiences.

2.2.8 Report on the progress against individual school action plans.

Cluster Programme Goals	Success Goals
1. Use of ICT as a means of exploring and implementing the new curriculum (and Te Whariki), specifically the Key Competencies and the Learning Areas.	*As per individual action plans (provided with Milestone 1)
2. Use of ICT to access limited resources and meet the needs of specific groups of students (eg: specialist teachers of languages in years 7 & 8, gifted & talented).	*As per individual action plans (provided with Milestone 1)
3. Access specific teaching and learning networks off-island as appropriate (eg: early childhood sector, secondary sector, Kura Kaupapa Maori).	*As per individual action plans (provided with Milestone 1)
4. Seek opportunities to compliment digital collaboration by physically visiting and participating in other educational settings (eg: conferences, other schools).	*As per individual action plans (provided with Milestone 1)
End of year review	
<p>What progress has been made towards achieving these goals? Detailed information about the activities of each school has been provided in section D; <i>Provide a brief report on the progress of each school</i>. This year only Mulberry Grove School and Okiwi School completed action plans (and Aotea Island Playcentre have something similar in their project document) but all organisations are currently working on action plans for 2009.</p> <p>What evidence supports this? Existing 2008 action plans and partially completed 2009 plans.</p> <p>What are the key lessons for the cluster? We have learnt that action plans are crucial in helping provide direction for each organisation, as well as in providing criteria for measuring success against. They also act as 'insurance' against cluster personnel changes. If Kaitoke School had had an action plan in place then the abrupt departure of the principal would not have had such an impact.</p> <p>What are the next steps towards achieving the outcome? Complete 2009 action plans for each organisation.</p>	

.Disbursement schedule

ICT Professional Development Cluster: **Great Barrier island**

Contract No. **08-0195**

Disbursements Schedule

Milestone No. 2

To: Tam Dobie
Acting Manager
e-Learning Unit
Ministry of Education
PO Box 1666
Thorndon
WELLINGTON 6011

Email to:-
ictpd.milestone@minedu.govt.nz

From: Mulberry Grove School
Shoal Bay Road
RD1 Great Barrier Island

For Professional and Operational Costs:

	3yr Budget	Actual-to-date	Cumulative %
Professional Fees	\$32322.00	\$15608.84	48%
Professional Costs	\$73377.00	\$12188.61	17%
Operational Costs	\$11134.50	\$4290.69	38%
Teacher Development	\$16500.00	\$4493.68	27%
Costs (if relevant)			
plus Goods and	\$16666.65	\$2938.59	18%
Services tax			
Total	\$150000.00	\$36030.65	24%

**NB: As you can see we have a surplus of contract money at the end of 2008. At this stage it looks like the funds will be put towards sending four cluster staff members to the International Thinking Conference in Kuala Lumpur next year.*

Appendix A:

Aotea Is Playcentre
ECE ICT PL Contract Statement

Where are we now?

We have a new laptop at the Playcentre, which is available for children and parents/whānau to use, a digital camera and a colour printer. While we have applied to have a broadband Internet connection at the Playcentre, this has not yet been connected.

At the moment we use the digital camera to take photos, which are viewed by the parents/whānau and some of these are printed out to be displayed on the walls, or stuck in the children's 'Me' books.

We also use ICT for administration, including emailing paperwork to our Playcentre Association, faxing order forms and other forms, and we also email newsletters and meeting minutes and sometimes photos.

We have an iPod for playing music, and a set of speakers inside and outside.

Where do we want to be?

We would like to have the Broadband Internet connection installed at the Playcentre.

We would like to increase the use of ICT for communication. We would like to share the photographs that are taken at Playcentre, for example through a private Photo site such as Flickr or Picasso (though we would always store these physically on a disc or Hard Drive at the Playcentre as well).

We would like to use ICT to communicate to other the Association, other centres and the local community including the school, eg. through Skype, a Playcentre Blog or a Wiki. The purpose of this would be to communicate learning experiences and to upload and share photos with the wider community.

We would like to use ICT for networking with other ECE centres and our local community through the sharing of experiences and giving notice of events.

We would like to have a Playcentre email address so that all correspondence came to a central place for ease of recording.

We would like to increase the use of ICT for documentation of experiences at Playcentre: for assessment; in Learning Stories and observations; to assist children to revisit their learning; to assist parents/whānau in training; for the children's 'Me' books; to be shared online.